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ABSTRACT

Topics concerning the adult learner that are relevant to institutional researchers are addressed in four articles: marketing, predicting success for adult students, enrollment projection, and follow-up studies of adult learners. In "Institutional Research in Support of Marketing the Adult Student," Lydia Jurand notes the importance of identifying characteristics of adult learners that differ from the traditional-age student, as well as the use of demographics in assessing an adult audience. George D. Kuh and Larry W. Cracraft identify variables related to adult learner success and make suggestions for further research in "Predicting Adult Learners' Success in Higher Education." A study that examined the participation patterns of adults in credit and noncredit courses is described in "Studying Participation Patterns of Adult Learners: Relevance to Enrollment Management" by Jill F. Campbell, Doe Hentschel, and Louis M. Spiro. Efforts of the State University of New York at Brockport to increase adult enrollment are also briefly noted. Finally, Mantha Viahos Mehallis's article, "Following Up the Adult Learner," describes the student follow-up system at Broward Community College in Ft. Lauderdale, Florida. The need to use nonconventional methods for follow-up surveys of nontraditional students is addressed. (SW)

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AIR Professional File

The Adult Learner: Four Aspects

Introduction

"The times, they are a-changin'." As the number of high school graduates continues to plummet until it reaches a low point in 1993, colleges will continue to examine how they can attract the nontraditional adult student. Meanwhile, rapidly developing information bases around the world are requiring most career patterns to be in a lifelong continuing education cycle just to keep current. Moreover, as people continue to change their life and career patterns, they need new educational direction. As higher education becomes more accessible to the adult students, many general education interests may be pursued, where in the past they would have been foregone.

The advent of the adult student on the campus, however, presents some new challenges to colleges in general and to institutional researchers in particular. The motivations of the adult learner are quite different and require quite different recruitment strategies for which new kinds of needs assessment studies will be required. Predicting success for adult students poses unique problems for admissions; more flexibility in preadmission requirements and a new evaluation of success criteria will be needed. Enrollment projection models will need to be modified to forecast the adult learners in the system; the flow-through models change drastically when considering the adult learner; and the old induced course load matrix will no longer work for these students. It will be important to do follow-up studies of adult learners so that the learning process and student services may be evaluated from their perspective. Follow-up studies for this group will also be valuable in determining the success criteria.

The following four groups of authors address many of these topics concerning the adult learner and institutional research. It is hoped that institutional researchers will glean some ideas for research on adult learners at their institutions.

John A. Lucas, Editor

Institutional Research in Support of Marketing the Adult Student

Lydia Jurand, Assistant Director, University Evening School, University of Tennessee

Any recruitment situation, academic or otherwise, must look at the target population. A close examination of those with whom we are dealing when we speak of the adult student will be our initial focus. First, we are confronted by students beyond the traditional college entry age, ordinarily beyond 22 when coming to the campus for the first time, or students who have spent a number of years away from the campus after attending sometime in the past.

They are in our college classrooms because they want to be; adult learning is a voluntary process, one that comes about after years of personal learning through experience and inquiry. Their roles in the "real" world have also prepared these students to deal with tasks in a practical or at least realistic manner. They are, by all rights, far more pragmatic than the typical 18-year-old. Because adults view time as more limited, they prefer to learn what is clearly relevant for present or near future use (Draves, 1984). Malcolm Knowles (1970) differentiates these adult learning characteristics from child learning by stating that adults (1) move from a dependent to a self-directing personality, (2) have accumulated a wealth of experience which becomes a ready resource for learning, (3) have developed a readi-

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ness to learn based on the developmental tasks of their social roles, and (4) have a time perspective much more oriented toward improving their ability to deal with life problems they face now.

The use of demographics is the next step in assessing an adult audience. Like it or not, educational institutions are facing stiff competition in the academic marketplace. By keeping abreast of social and economic trends at the national, regional, and local levels, an individual institution can develop an audience profile suitable for its programming as well as marketing needs. Several recent trends illustrate this type of assessment.

The phenomenal influx of women into the workplace has resulted in a concomitant record number of women participating in a variety of adult education endeavors. Retraining and skill building form a major part of this effort. Between 1975 and 1978, the number of women returning to school rose by 187 percent—four times higher than men for the same period (Nixon, 1980). In fact, women outnumbered men as students in our colleges and universities for the first time in 1984 (Lace, 1986, pp. 8-11).

As professionals and other workers feel the pressures of staying abreast of rapid changes in their own fields, the need for continuing education will only increase. Of the 21.3 million people who took adult education courses in 1980-81 (both in college and non-college settings), over half had acquired at least one year of college education and had an annual income of $20,000 or more; 16.8 million were employed, and of these, 12.6 million were in service professions (NCES, 1982). Many of these are mid-life career changers and skill updaters, a burgeoning market ready to be tapped.

Our population is aging, directly influencing college enrollments. The U.S. had seen the number of 17-20-year-olds in higher education decrease from 63.7% to 51% between 1965 and 1975, while the number of those 25 and older has increased from 20.5 to 33.6 percent. In 1985, students 25 and older comprised 43% of the total. By 1993, that same group is projected to increase to 49 percent (Lace, 1986, pp. 10-11).

These trends are further corroborated by the prediction of the Carnegie Council on Policy Studies (1980) that by the year 2000, higher education institutions will enroll "more women than men, as many people over 21 as 21 and under, nearly as many part-time as full-time attendees."

Regional and local demographics may be approached in the same manner. Is yours a rural or urban area? Do you have primarily heavy industry, or is light manufacturing prevalent in your region? Do you have a substantial unemployed sector? Have you determined how many older students are already attending your own institution and developed a profile of those? Certainly, the trends reflected on your own campus can provide information useful for future marketing efforts.

Having formulated a profile of your current and potential audience, you may proceed to consider some nondemographic factors for recruitment strategy. Keane (1985) cites several issues which can affect strategic planning and potential marketing plans for higher education and which hold true for adult student recruitment as well: (1) advancing technology is shifting the nature of higher education's demands and delivery system; (2) lifelong learning needs will mount as the average age of students goes up and educational retooling becomes increasingly important; (3) our knowledge-creation ability threatens to overwhelm our knowlege-absorption ability; (4) marketing efforts to attract students, faculty, and funds are a necessity; (5) the realities of global interdependence play an important role in social, economic, geopolitical, and technological program development; and (6) cost escalation is forcing an increase in the search for both conventional and unconventional funding sources.

Insuring a continuous flow of qualified students into the institution is the ultimate goal of any collegiate marketing approach. Assessing your potential student body builds the foundation for recruitment. A well thought-out media campaign informs your potential public. Above all, reaching your market requires the commitment of the entire institution to redesigning academic programs and formats to be attractive to the adult student and to providing services which facilitate reentry, i.e., flexible admission requirements, academic counseling during convenient hours, simplified registration procedures, and even extension of office hours (Veltri, 1985). Only when your institution convinces adult students that they have something to gain from higher education, and you show them what benefits you can offer them, will you attract those highly motivated, interested, mature students who will make the most of their decision (Lace, 1986, p. 11).

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Predicting Adult Learners' Success in Higher Education

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Because nontraditional students, including adult learners, are more likely to drop out than their traditional-age counterparts (Fetters, 1977), admissions officers welcome information that can identify adult learners more likely to persist to attainment of their educational goal. Predicting students' academic success in postsecondary institutions has been of long-standing interest for two reasons: (1) Institutions want to maximize the number of students who will be eligible to persist to graduation, thereby increasing the stability of the institution's economic base and (2) prohibiting matriculation of persons not likely to succeed academically serves a humanitarian purpose, as they are spared the psychological trauma associated with failure and do not forfeit their tuition investment if they are unable to attain their educational goal (Kuh, 1977).

In this paper, the variables that seem to be related to adult learner success in college are identified, and suggestions are made for further research that would be useful in predicting that success. Because studies predicting academic success have produced inconsistent findings, local studies are needed to determine those variables that are powerful predictors in the institution's environment (Bean & Metzner, in press).

Although adult learners comprise almost 40% of the college population today, relatively little empirical information is available concerning the prediction of adult learners' success in college. Some evidence suggests that one of the traditional criteria, high school rank, may be useful in predicting academic success in college (Fonseca, 1985). However, grade point average does not seem to be related to persistence of older students (Greer, 1980; Staman; 1980). Entrance exam scores may not be a reliable indicator of ability if the time elapsed between taking the exam (usually the senior year of high school) and enrolling for college course work is great (e.g., ten or more years). Motivation, or the will to persist to attain one's educational goals at the time of matriculation, may be a more powerful predictor of adult learner success in postsecondary education.

Potentially Useful Variables for Predicting Adult Learners' Success

Age *per se* does not seem to be related to attainment of educational goals. However, other factors often associated with age, such as child-rearing responsibilities, financial resources, and proximity to a postsecondary institution, are related to persistence. Because adult learners often begin college or return to college in pursuit of educational goals (such as personal development, preparation for a better job, or broadening of interests) that are not necessarily tied to attainment of a particular degree, adult learner "success" should be defined as attainment of the individual's educational goal rather than as completion of a degree.

For evaluating the probable success of adult learners in college, four clusters of variables may be more useful than the traditional criteria of high school rank and entrance exam scores.

1. *Academic skills* reflecting an adult learner's level of competence in reading, writing, and mathematics can be estimated by instruments designed for this specific purpose rather than by traditional entrance exams which purport to measure academic ability or aptitude for learning.
2. *Clarity of educational goals* has been related to persistence of students at community colleges (MacMillan, 1970; Tata, 1981). However, no empirical data exist to document the relationship between goal commitment and attainment of educational goals for adult learners at other types of institutions (Bean & Metzner, in press).
3. *Pragmatic concerns* seem to be related to adult learners' success. Availability of courses, transferability of college credit taken at other institutions, and credit for previous experience (a widespread practice within postsecondary institutions—Cangialosi, 1981) are related to the adult learner's presistence and, therefore, academic success. The availability of financial resources to meet college-related expenses is another pragmatic concern that may influence success.
4. *Psycho-social variables* such as sense of vocational purpose and personal identity may be worth examining, particularly the relationship between educational goals and vocational purpose. Also, support from one's family and employer seems to be related to persistence.

Institutional Research Agenda

A fruitful institutional research agenda is to use or to build measures, such as the *New Jersey College Basic Skills Test* ("New Jersey Basic Skills," 1985), which assess competence on the dimensions mentioned previously. Academic skills batteries composed of reading, writing, and mathematics can be developed locally by faculty members at relatively low cost and pilot tested with adult learners. Skill batteries serve two purposes: (1) They provide baseline information that institutional researchers can use in monitoring adult learners' performance in subsequent semesters and (2) they identify for adult learners potential areas of strengths and weaknesses for which remediation can be sought.

Unlike traditional-age students, relatively little societal pressure exists for adult learners to begin or continue in college. A required statement of educational goals (i.e., what the adult learner expects to gain from the college experience) and some written or oral index of the degree to which he or she is committed to attaining those goals are surrogate measures of motivation. Although numerous batteries of vocational entrance tests exist, the best way to predict the occupation a person will enter is to ask that person in what field he or she would expect to work. Similarly, the best predictor of attrition for both traditional and nontraditional students is "intent to leave" (Bean & Metzner, in press); that is, those students who say they will probably not complete their degree at that institution are more likely

to drop out. Perhaps the answer to a similar question, How likely is it that you will complete your educational goal at this institution? is the best estimate of the adult learner's academic success in college.

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Studying Participation Patterns of Adult Learners: Relevance to Enrollment Management

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When sitting in on meetings of strategists, it is distressing to hear comments such as, "The noncredit programs in continuing education will yield credit students, since people like to 'sample' the college in a nonthreatening manner before making a commitment to formally enroll," or "Public service activities pay off because they bring people to the college who then discover what a resource it is, and eventually that increases our FTEs." Such comments are frequent fare among administrators and have been upheld for years by continuing educators basing their requests for institutional support on a value system which the institution holds dear. Unfortunately, the validity in such assertions is questionable at best. Virtually no research linking public service or noncredit participation with credit enrollment has been conducted, yet the conventional wisdom that assumes such a linkage continues.

In 1982, SUNY College at Brockport was challenged to plan a strategy which would increase adult enrollment to a level that would stabilize student FTEs. This stabilization was to occur in spite of an escalating decline in the high school graduate pool and an eight-year history of decline in traditional students. With noncredit enrollment growing at an incredible rate in all institutions ("Continuing Education," 1983) including Brockport, it seemed logical to explore whether noncredit students might be expected to enroll in credit courses at a later date. If so, then nurturing and encouraging that pattern of participation would be beneficial.

A review of the literature uncovered a lack of research on the relationship between credit and noncredit participation, so a team of researchers, composed of the dean of adult and continuing education, the director and assistant director of analytic studies, and a student intern, designed a study to examine the participation patterns of adults in credit and noncredit courses (Campbell, Hentschel, Rossi, & Spiro, 1984). Because of their interest in the direct application of the study to the college's enrollment strategies, the authors determined three questions which would be relevant.

1. Do adult students exhibit loyalty to provider institutions, i.e., do they continue to enroll at the same institution over a period of time?
2. Do adult students follow a trajectory pattern or path from noncredit courses to matriculation, i.e., does noncredit enrollment typically precede credit enrollment?
3. Is participation rate related to credit or noncredit participation? (Campbell et al., 1984, p. 6)

Working with four providers in addition to Brockport, the authors developed a design which provided a large sample of adult learners and would, by its very nature, control for several of the variables which are known to affect adult participation in continuing education, i.e., location and timing.

It was determined that a self-report survey instrument, administered to all adult learners on a selected night at a community education center which hosted courses from four colleges and the local school district continuing education program, would be the most efficient way to get the data needed. A four-page instrument was developed and distributed to all instructors in Tuesday night classes. The plan was to have the forms completed during class to maximize the return. Tuesday evening was chosen because it provided the best sampling of types of courses (credit and noncredit) and topic areas. Representatives from all provider institu-

tions reviewed the survey, but it was designed, produced, distributed, and tabulated by the team from Brockport.

Analysis of the 362 usable surveys consisted of frequency and cross-tabulation analysis using the Statistical Package for the Social Sciences (SPSS) Program on the Burroughs 6800. Results demonstrated that the sample reflected the diversity which was to be expected in the population on all demographic variables and that the motivations of the population mirrored the reported motivations of adult learners in general.

Analysis of the population by the subgroups of noncredit participants, credit nondegree participants, and credit degree students showed distinct differences among the groups. The motivations of credit and noncredit participants were remarkably similar, except for the fact that 22% of the noncredit participants included hobby/recreation among their reasons for taking the course (degree students, of course, not indicating this reason), but credit nondegree participants were heavily skewed toward job-related motivations (89%). Differences also appeared around the issue of loyalty, with credit degree students showing the most institutional loyalty and credit nondegree students the least. Analysis of participation rates (based on the average number of courses taken within a one-year period) showed that credit students are the most active, taking a mean of 3.5 courses per year. Noncredit and credit nondegree students were less frequent users, with 30% of the nondegree students taking 1.6 or fewer courses per year and 40% of the noncredit participants falling into this "low user" category.

Analysis of crossover patterns between credit and noncredit participation showed little evidence of a predictable pattern. The notion that credit students begin their reentry as noncredit participants appears, on the basis of these data, to be unfounded. Only 10% (n=8) of the credit degree students had first enrolled in noncredit courses, while 76% (n=60) had begun with a credit course. Of the nondegree students, 15% (n=7) began in noncredit and 43% (n=20) first enrolled as credit students. The nonresponse rate to questions related to historical patterns of nondegree students was remarkably high (41%). The authors' interpretation is that nondegree students have such varied educational histories, taking whatever courses they need for their specific job requirements from whomever offers them, that they do not recall many specifics about their own patterns over time.

While at first blush the results of this study appeared to lead nowhere in terms of the original idea that noncredit students might be cultivated as potential credit students, the authors found some interesting implications, suggesting some actions which have been implemented with amazingly successful results at Brockport. It was determined that credit degree students were the most desirable market because of their high institutional loyalty and high participation rates. It seemed logical that, in selecting target markets, those students who take the most courses and stay with the institution for the longest period of time would be the most desirable ones to recruit. The off-campus undergraduate courses typically had been viewed as courses to attract nondegree students who would be interested in the particular subject matter. Thus, courses of topical interest for learning-oriented adults (Houle, 1961) were frequently placed at off-campus locations. Such courses were usually underenrolled, but the feeling was that even small classes drew students who otherwise would not have been enrolled.

Brockport reevaluated its off-campus program and began to "package" courses for two audiences. The college appealed to the nondegree student by increasing job-oriented courses—some of which were grouped as a series and cycled among several sites. In order to attract more degree students, the college repackaged its successful bachelor of liberal studies program and promoted all of its off-campus undergraduate courses as part of that degree program.

Because the motivations of noncredit participants and credit degree students were remarkably similar, especially as related to career-oriented motivations (52% and 51% respectively), the college sought to create the bridge which seemed to be lacking to carry students from the noncredit program into the credit program.

Finally, the results of this study caused Brockport to revamp its marketing strategies significantly to segment the three different populations and to address those motivations which each group reports. The college clearly highlighted career-oriented programs and developed communications linkages with new students to encourage repeat enrollment rather than leaving it to chance, as had been done in the past. Brockport emphasized, both in language and style, the personal approach which the college seeks to employ in its dealings with adult students and fostered a feeling of community in an effort to increase institutional loyalty.

All of these strategies seemed clearly appropriate, based on the survey results of participation patterns. The success of the strategies is another paper—but suffice it to say that after 18 months, in the fall of 1985, adult enrollment had increased from 1900 to nearly 2700, and for the first time in ten years, the college showed an enrollment increase.

It seems obvious that Brockport's success in increasing adult enrollment, which has not been replicated by other colleges in the area, is directly related to the efforts to understand its subtleties. The study of participation patterns was the initial step in developing that understanding, and Brockport continues to refine its insights with other studies and data analysis. The teamwork between the Division of Adult and Continuing Education and the Office of Analytic Studies has been the cornerstone for successful research which, in turn, has been the foundation for improved decision making.

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Following Up the Adult Learner

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Community colleges and universities have been conducting surveys of former students for many years in order to determine success of students after leaving the institutions and the effectiveness of program curricula. Methodologies for conducting follow-up studies have been well documented (Baratta, 1981; Hall & Reed, 1981; Mehallis & Wright, 1981). Most report systems for following up students are based on the "traditional student" who attends full time and completes a two-or four-year program in precisely that time. Community colleges, especially urban ones, tend to have adult learners who "normally" attend part time (often in nonconsecutive terms), work full time, and, for the most part, take three to five years to complete the two-year program.

Adult learners have been the characteristic student population of the American community college (Cohen & Brawer, 1982) and have become more prevalent within universities in both the public and private sectors. The profile of the "nontraditional" adult learner has been well documented in the literature (Cross, 1971; Astin, 1971). They tend to be self-directed, with specific personal goals in mind. They tend to be older (primarily between the ages of 26 and 44, in line with the "baby boom" years). Because many are working full time at a job which may or may not be related to their educational objective, they tend to be very serious about their education. They demand quality and accountability when they entrust the postsecondary system with their money and, more important, with their time.

Student Follow-Up System

Broward Community College (BCC) in Ft. Lauderdale, Florida, has a student population of approximately 32,000 students, with only 19% coming directly from high school. Two-thirds of the students attend part time and the average age is thirty.

Broward Community College's student follow-up system includes all associate in arts, associate in science, and certificate programs. Completers and leavers (i.e., students who have not enrolled for twelve consecutive months) are entered by BCC into the Florida Community College Feedback System, where they are matched against both State University System and Department of Labor data to identify if they are continuing their education at any of the state's nine universities and/or if they are employed. The feedback contains information regarding the degree major and the field of employment so that determination can be made as to whether or not the additional education and/or employment are in the field of study. Data stored on magnetic tape allow BCC to identify former students by sex within ethnic category, and any other student characteristics, for research purposes, (e.g., comparing completion and placement rates by whether the student was a high school graduate or an early-exit G.E.D. student).

The state feedback system is used to augment the direct survey method at BCC, since a completed student survey is the first source of data used. Using the state feedback plus the college's system, BCC was able to obtain an 89% follow-up rate in 1983-84, 90% in 1984-85, and 91% in 1985-86. The follow-up research specialist, who reports to the director of institutional research, is reponsible for developing and conducting all follow-up studies of about 1,500 graduates and 7,000-12,000 leavers annually. Results of direct contact with students have shown that the legislated follow-up formats do not allow a proper representation of actual behavior.

Quality of Education and Services

Follow-up studies should attempt to identify more than placement of graduates or leavers. At BCC, subjective rating of the overall quality of guidance services, placement services, and education received is elicited. Respondents are also asked to indicate if they sought but did not receive guidance and/or placement services or did not seek them at all. One of the primary findings in this area has been that most students using the services rated them positively; however, the vast majority (87%) never sought them.

Random telephone survey of graduates indicated that the reasons for not using student support services tend to be tied to the nontraditional adult learner's life style. This type of student often has a very precise vision of his or her particular educational objectives and does not feel the need for the college's guidance or placement services. For those who do wish to avail themselves of the services, many can do so only at times (for example, in the evening hours) when services may not be readily available or physical location not easily accessible.

Broward Community College is currently studying alternatives to the advisement process, such as the use of computer terminals so a student in a specific major can self-advise about core courses and electives, using academic advisors and guidance counselors for less mundane matters. With this "Degree Audit System" a student can obtain a printout indicating what remaining requirements he or she must complete in order to graduate—and do so at a time convenient to his or her personal needs.

Nonconventional Methods for Nontraditional Students

Conventional methods for follow-up surveys were developed for the traditional student who entered college immediately from high school, enrolled for four consecutive years, and received a degree. The methods are not flexible enough to capture a true picture of the adult learner.

Adult learners must be indentified more clearly so that strategies can be utilized to survey them successfully. Some of the unique characteristics of the adult learner include the following:

1. Employed full-time in a job which may or may not be related to his or her educational goal but which is necessary for financial ability to fulfil the goal
2. Returning to the education environment after being away from it for many years

3. Concerned about developing a positive self-image and becoming self-reliant as an individual after the trauma of a divorce or death or after serving in a housewife role for many years
4. Retired from the job market and seeking involvement to enrich leisure time
5. Previously graduated with a degree in a field in which supplemental education for upgrading is desired or in which retraining into a new field is required for survival.

A combination of methods seems to be warranted to reach the adult learner. Telephone surveys may result in greater cost savings when evaluated in terms of usable responses as opposed to the conventional mail survey. Telephone surveys, with a mailing to those who cannot be reached by phone, should yield a much greater return than two mailings.

Additional procedures must be developed, particularly in community colleges, if follow-up studies of adult learners are to be successful. The following steps are proposed to enhance the follow-up efforts:

1. Success should be operationalized as one of the following:
   a. Completion of the program without its being time-referenced (i.e., no matter how long it takes)
   b. Achievement of the student's personal education goal—by completing a series of courses which allows the student to obtain an upgrade or a new job but which does not equate to a program major field of study as defined by educators.
2. Major employers of graduates should be identified so that needs assessments may be conducted among them. Results of these studies should yield data for feedback to the program curricula with more potential for generalized ability than the present method of contacting individual employers to survey success of individual students.
3. Institutional researchers should assume an advocacy role in the development of any legislatively mandated reporting formats to assure that the formats truly reflect the behaviors of former students. President A. Hugh Adams of BCC has reflected, "We, administrators, have sold the public on lifelong education, but we have failed to change our own monolithic system for scheduling and reporting to be flexible and to accommodate our needs."

The author's conclusion is that nonconventional methods should be utilized with nontraditional students. The combination of several methodologies should result in uncovering the best methods for identifying both the behavior and ultimate success of the adult learner. Institutional researchers should no longer spend their time attempting to force the description of the progress of the adult learner into existing reporting structures and, instead, begin focusing attention on the development of these new methodologies.

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Summary

As these authors have pointed out, the adult learner has introduced many new complications to traditional institutional research. Identifying target populations for marketing purposes becomes much more complex as the adult learner provides a wider variety of demographic factors (age, education, income, job level) and situation factors (homemaking, changing careers, unemployment, job upgrading, retirement). Because of the self-directedness of adult learners, different educational delivery systems and admission and placement procedures are often more appropriate to this population.

Following up the adult learners requires a system that can follow them over a longer period of time and across many institutions. There is a need to have these former students evaluate programs and services, and if they did not use services (which is most often the case), we need to find out why. Their criteria for success are varied and their individual goals must be considered in determining success.

Adult learners take both credit and noncredit offerings, and this complicates persistence and flow-through patterns. Students will not naturally flow from noncredit to credit offerings unless there is a planned program or bridge created. Different marketing strategies and educational packaging are required for credit and noncredit students. Predicting academic success is particularly difficult for the adult learner, as high school GPA and entrance test scores mean little if the time period between high school and college entrance is great. Their varied experience background and present circumstances are more germane. Again, their criteria for success are quite varied.

Thus, the challenge is offered institutional researchers to make traditional research activities relevant to the rapidly emerging adult learner.

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